Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

CBP000008
TO THE PARENTS OF:

-Commonwealth of Kentucky-

# SCHOOL

# REPORT CARD
## for the 2006-2007 school year

**LaGrange Elementary School**

John Finch, Principal
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**School Enrollment: 762**

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### Our School Council

| | |
|---|---|
| Catherine Cotton | Kelley Johnstone |
| April Smith | Parminder Jassal-Head |
| Kevin Woosley | John Finch |

**Dear Parents/Guardians:** This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning enviroment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

**About Our School:** Structured as a professional learning community, La Grange Elementary serves a diverse population offering unique programming to meet individual learner interests, needs and abilities through the combined efforts of faculty, staff and parents. In 2003, La Grange was granted a class-size reduction pilot project to study the benefits of student-teacher ratio of 15:1 beginning at the Kindergarten level. In partnership with the University of Louisville, La Grange is a Professional Development School serving as a pre-service teacher-training site for Masters of Art in Teacher students. La Grange offers a school-wide Title I program, Primary Talent Pool, Gifted & Talented, Arts & Humanities, Student Technology Leadership Program, after-school enrichment/daycare, Reading Club and several extracurricular activities and groups. Complete and timely information may be found at www.lagrangeelementary.com or by requesting a copy of our school brochure from the school office.

**How Our School Ensures Educational Equity:** All students receive instruction according to individual interests, needs and abilities. This includes the differentiation of instruction to meet the needs of diverse learners. Students are ensured educational equity through various supports that include: Gifted, Exceptional Child services, Title I, gender-specific supports and instruction reflective of Howard Gardner's multiple intelligences theory. Members of our professional learning community experience equity as evidenced by high expectations for all which are reflected in on-going Standard Based Units of Study (SBUS), lesson plans and student products. Instruction is conducted in a safe and orderly environment that promotes mutual respect through a school-wide, positive, proactive discipline program (CHAMPS) and attention to fewer classroom disruptions.

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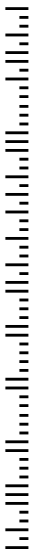
## Other Important Information About Our School

**State Contest Results:** Three State PTA Reflections winners

**Extracurricular Activities:** Academic, Quick Recall & Future Problem Solving Teams, Chess, Corps of Champions, Safety Patrols, Intramural Girls & Boys Basketball, Mad Science, Primary Enrichment Program, WLGN News Crew, Orff/Chorus, Reading Club, STAR Club, Student Ambassadors, Student Technology Leadership Program and Young Rembrandts, Battle of the Books

**Awards & Recognitions:** Welcoming School Award; Renaissance Learning Model Library & Classroom Awards; 2-WHAS Excel Award Winners; KY Arts Council Grant; WAVE3 Teacher/Week Recognition; Stella A. Edwards Spec Ed Teacher/Year District Winner; Pyramid Awards; Toshiba America Foundation Math/Science Grant; Metro United Way Grant; Community Collaboration for Children Grant; WHAS-TV Crusade for Children Grant; KY Rdg & Lou Wrtg Projects; 9 NCBT recipients, KY Center For Mathematics Coaching Grant

**What We are Doing to Improve:** Based on a school wide audit of reading & math assessments, CATS, IOWA & KCCT scores, & other informal data, La Granges improvement plan is a dynamic document addressing Relationships, Relevant Teaching, & Academic Rigor. Specifically, to polish & effectively implement Thinking Strategies; address student barriers, structure teaching appropriately to students with different learning styles & continue to increase academic achievement & thinking/learning abilities.
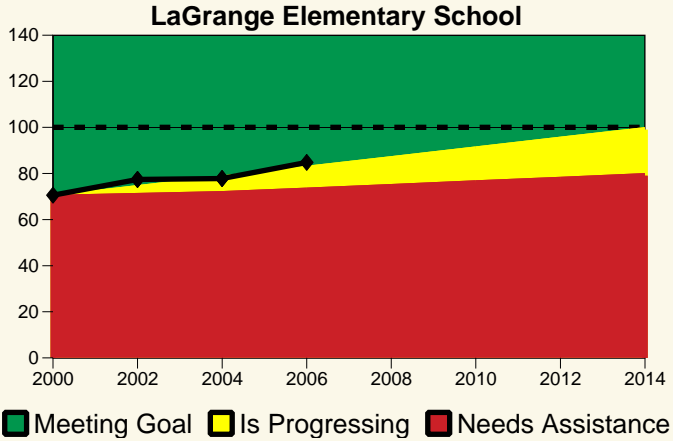
**Kentucky Core Content Testing by Sub-groups:** This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

| Students Sub-Population | Reading 2007 | | Mathematics 2007 | |
|---|---|---|---|---|
| | Students | Index | Students | Index |
| ALL Students | 330 | 92.42 | 330 | 93.59 |
| White | 269 | 94.06 | 269 | 96.72 |
| African American | 14 | NA | 14 | NA |
| Asian | 3 | NA | 3 | NA |
| Hispanic | 34 | NA | 34 | NA |
| Free/Red. Lunch | 154 | 80.93 | 154 | 80.97 |
| Non-Free/Red. Lunch | 176 | 102.47 | 176 | 104.64 |
| Limited English | 23 | NA | 23 | NA |
| Non-Limited English | 305 | 93.17 | 305 | 94.8 |
| Disability | 70 | 71.02 | 70 | 69.25 |
| No Disability | 260 | 98.19 | 260 | 100.13 |
| Male | 158 | 92.02 | 158 | 92.52 |
| Female | 171 | 92.52 | 171 | 94.54 |
| Students Excluded | 1 | NA | 1 | NA |

**Our School Growth Chart:** This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



**LaGrange Elementary School** (growth chart, 2000–2014)

Legend: ■ Meeting Goal ☐ Is Progressing ■ Needs Assistance

| Year | Goal Line | Assistance Line | School Index Score |
|---|---|---|---|
| 2000 | 69.6 | | 70.6 |
| 2002 | 73.8 | 69.6 | 77.4 |
| 2004 | 78.0 | 71.2 | 77.8 |
| 2006 | 82.2 | 72.7 | 84.8 |
| 2008 | 86.4 | 74.3 | |
| 2010 | 90.6 | 75.9 | |
| 2012 | 94.8 | 77.4 | |
| 2014 | 99.0 | 79.0 | |
| Standard Error: 1 | | | |

**How to Get More Information:** Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at http://www.education.ky.gov

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

## Kentucky Core Content Tests:

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

| KCCT Test | | 2007 Reading | 2007 Mathematics | 2007 Science | 2007 Writing | 2007 Social Studies | 2007 Arts & Humanities | 2007 PL/VS |
|---|---|---|---|---|---|---|---|---|
| | | Elm | Elm | 4th | Elm | 5th | 5th | 4th |
| Novice | School | 9% | 12% | 5% | 4% | 7% | 13% | 11% |
| | District | 4% | 7% | 4% | 2% | 4% | 7% | 11% |
| | State | 6% | 13% | 7% | 4% | 10% | 18% | 16% |
| Apprentice | School | 23% | 23% | 23% | 41% | 38% | 29% | 16% |
| | District | 17% | 19% | 18% | 28% | 24% | 17% | 14% |
| | State | 22% | 26% | 27% | 36% | 28% | 25% | 15% |
| Proficient\Distinguished | School | 68% | 65% | 72% | 54% | 56% | 58% | 73% |
| | District | 79% | 74% | 78% | 69% | 72% | 76% | 75% |
| | State | 73% | 62% | 66% | 60% | 62% | 57% | 69% |
| Academic Index | School | 92.4 | 93.6 | 101.8 | 85.9 | 87.1 | 86.5 | 89.3 |
| | District | 101.6 | 102 | 106.6 | 94.3 | 96.9 | 104 | 91 |
| | State | 95.6 | 90.5 | 95.9 | 88.1 | 88.5 | 83.6 | 86.8 |

## NRT/Readiness Assessment:

The national norm referenced tests used in Kentucky measure the basic skills of our students in reading and mathematics while allowing us to compare their performance with national benchmarks. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test. An average score nationally is 50%ile.

| NRT/Readiness | NRT | |
|---|---|---|
| | School | District |
| Reading | 50% | 77% |
| Mathematics | 44% | 78% |
| English | % | % |
| Science | % | % |
| Composite | % | % |
| Name of NRT | IOWA | |

## Other Measures:

The third component of CATS is our school's performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

| | Attendance Rate | Retention Rate |
|---|---|---|
| School | 95.5% | 0% |
| District | 96% | 1.2% |
| State | 94.6% | 2.9% |

## Our Learning Environment

### School Safety:
Here is what we are doing to make our school safe for our students.

| Visitors are Required to Sign In | All Parents received the District Discipline Code | % Classrooms with Outside Line Phone |
|---|---|---|
| Y | Y | 100% |

### Procedures in Place in Our School for Drug and Weapons Detection:
The School Climate Committee reviews and updates a Safe Schools Plan annually. The manual outlines strategies to improve learning, method of plan implementation, & projected competion timelines.

| Violation | # of Reported Incidents | # of Students Suspended | # of Students Expelled |
|---|---|---|---|
| 1st degree Assault | 0 | 0 | 0 |
| Drug Violations | 1 | 2 | 0 |
| Weapons Violations | 0 | 0 | 0 |

There is on-going staff training in all areas of school safety & discipline from district & school policies/procedures & individual responsibilities to legal issues and emergency management protocol. All expectations are communicated to students, staff, parents & the community. Scheduled drills are implemented, monitored & follow-up feedback is given to students & staff to ensure the safety of all members of our learning community.

### Student Resources

| | Spending per Student | Student/Teacher Ratio | Student per Internet Connected Computer | % of Computers 5 years old or less |
|---|---|---|---|---|
| Our School | $5564 | 16:1 | 2.9:1 | 97% |
| District | $7985 | 18:1 | 3.8:1 | 91.9% |
| State | $9602 | 16:1 | 3.1:1 | 79.8% |

### How We Use Technology to Teach:
The use of technology touches all areas of the curriculum on a daily basis enhancing student learning through the Intelligent Classroom project of digital presentation equipment in every classroom. Technology as a teaching tool, engages students, electronically assesses and monitors monthly literacy and math progress, provides immediate and current research information and expands student awareness of the world beyond their local community.

### Parental Involvement

| | # of Students Whose Parents/Guardian Had at Least One Teacher Conference | # of Parents/Guardians Voting in School Council (SBDM) Elections | # of Parents/Guardians Serving on the School Council (SBDM) or Its Committees | # of Volunteer Hours |
|---|---|---|---|---|
| Our School | 762 | 127 | 2 | 2475 |

## Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

| | School | District | State |
|---|---|---|---|
| % of Teachers with Emergency or Provisional Certification | 0% | 0% | 2% |
| % of Classes Taught by Teachers Who Participated in Content-Focused Professional Development | 100% | 100% | NA |
| % of Core academic Subject Classes NOT taught by Highly Qualified Teachers | 0% | 5% | 2% |
| Average Years of Teaching Experience | 7.8 | 10.7 | 11.6 |
| % of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught | 100% | 99% | NA |

| | B.A./B.S. | M.A./M.S. | Rank 1 | Specialist | Ph.D/Ed.D | Total % of Teachers |
|---|---|---|---|---|---|---|
| Professional Qualifications of all Teachers in the School | 31.8% | 56.8% | 11.4% | 0% | 0% | 100% |